CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter involves two main parts; conclusion and suggestion. In conclusion, all of findings and discussions previously are drawn together to get the summary of the study. Besides, practical implication of the study in the use of problem-based learning in teaching speaking is presented in suggestion as well.

5.1   Conclusions

The study reports the result in the use of problem-based learning in developing students speaking ability. The purpose of the study was to find out whether or not Problem-based learning is effective in developing students' speaking ability.

The findings of the research show that Problem-based learning can be beneficial in developing students speaking ability. These can be seen from the data obtained in this study. Data from speaking test shows that there is an improvement on the students' speaking score. The calculation of t-test shows that the experimental group got higher score ($M = 19.8400$), than the control group score ($M = 17.7200$). In other word, the t_{obtain} (4.234) is higher than $t_{critical}$ (2.000), meaning that the null hypothesis is rejected which means that there is a likely difference between experimental and control groups. Moreover, data from the calculation of effect size shows that there is a great effect of PBL in developing students' speaking ability with r value = 0.999. In other words, having been treated by problem-based learning, students have a significant improvement on their speaking ability.

Indeed, teacher's ability as a guide is highly demanded along learning activities. Besides having the ability to manage the class and to assist the students, teachers also should be skillful in selecting whether or not the material suits the problem-based learning method. Hence, the learning will be more various and meaningful and the students will not merely understand the material more easily but also meet their learning objectives. Therefore, students' needs and characteristics are also important in selecting an appropriate method. A good technique will not work well and help the students in learning if it does not suit their need and characteristics.

5.2 Suggestions

Having accomplished the study, there are some pedagogical implications of this study. The study has shown that Problem-based learning can help students in developing their speaking ability and meaningful learning. The research finding shows that Problem-based learning has many positive responses from students therefore, the use of Problem-based learning in teaching speaking is recommended. There are some suggestions to propose. The suggestions are in regard with practical development, professional development, and theoretical development. Regarding to the practical development it is much better to conduct the study of using Problem-based learning in teaching other skills, such as listening, speaking, and writing.

In addition, in line with professional development, the teachers are required to have certain competencies. They should be able to select various kind

of problem which is appropriate for students in terms of the learning objectives and students' needs and interests. Moreover, the teachers also should have capability in designing and presenting the materials to the students. As the result, the students will be more interested and easier in comprehending the materials.

The last but not least it deals with theoretical development. The research was conducted by using quasi experimental design which employs limited sample; therefore, the result of the research cannot be generalized. For that reason, it is suggested for the next researcher on this technique to involve larger samples. If it is possible, the researcher may occupy true experimental design, thus the result of the research can be generalized and implemented widely. Besides pretest, posttest, and questionnaire, teacher observation as instrument using record teaching – learning process during the treatments can be involved to enrich findings of the next researcher.